Alphabetical index to Volume 42

Articles

Batstone, B. *Teachers and course design: the case for a modular approach.* 42/3:185–95.

Bertoldi, E., J. Kollar and **E. Ricard.** Learning how to learn English: from awareness to action. 42/3:157–66.

Britten, D. *Three stages in teacher training.* 42/1:3–8.

Candlin, C. and **J. Fanselow.** *Talking shop: the first TESOL–IATEFL Summer Institute.* 42/3:202–7.

Charge, N. J. and **K. Giblin.** *Learning English in a video studio.* 42/4:282–7.

Cook, V. J. *Designing CALL programs for communicative teaching.* 42/4:262–71.

Edge, J. *Applying linguistics in English language teacher training for speakers of other languages.* 42/1:9–13.

Hirvela, A. and **J. Boyle.** *Literature courses and student attitudes.* 42/3:179–84.

Hundleby, S. and **F. Breet.** *Using methodology notebooks on in-service teacher-training courses.* 42/1:34–6.

Jacobs, G. *Cooperative goal structure: a way to improve group activities.* 42/2:97–101.

Johnson, K. *Mistake correction.* 42/2:89–96.

Koh Moy Yin. *ESP for engineers: a reassessment.* 42/2:102–8.

Lynch, A. J. *Speaking up or talking down: foreign learners' reactions to teacher talk.* 42/2:109–16.

Maule, D. *'Sorry, but if he comes, I go': teaching conditionals.* 42/2:117–23.

Nyns, R. *Using the computer to teach reading comprehension skills.* 42/4:253–61.

Palmberg, R. *Computer games and foreign-language vocabulary learning.* 42/4:247–52.

Parish, C. and **R. W. Brown.** *Teacher training for Sri Lanka: PRINSETT.* 42/1:21–7.

Pearson, E. *Learner strategies and learner interviews.* 42/3:173–8.

Pociecha, S. H. *Action and condition in the post-elementary classroom.* 42/4:288–93.

Porte, G. *Poor language learners and their strategies for dealing with new vocabulary.* 42/3:167–72.

Prodromou, L. *English as cultural action.* 42/2:73–83.

Sheldon, L. *Evaluating ELT textbooks and materials.* 42/4:237–46.

Skelton, J. *The care and maintenance of hedges.* 42/1:37–43.

Sunderland, J., Z. Yixing and **B. Barr.** *'To be an explainer': a reporting test of oral proficiency.* 42/1:28–33.

Tickoo, M. L. *Michael Wet in India: a centenary salute.* 42/4:294–300.

Vanderplank, R. *The value of teletext sub-titles in language learning.* 42/4:272–81.

Waters, A. *Teacher-training course design: a case study.* 42/1:14–20.

White, R. and **R. Nolasco.** *Introducing IATEFL.* 42/3:208–9.

Woods, P. *Pulling out of a project: twelve tips for project planners.* 42/3:196–201.

Yule, G. *Highly confident wrong answering—and how to detect it.* 42/2:84–8.

Survey Reviews

Fortune, A. *Intermediate grammar workbooks.* 42/3:210–15.

Hill, D. R. and **H. R. Thomas.** *Graded readers.* 42/1:44–52 (Part 1) and 42/2:124–36 (Part 2).

Scarbrough, D. *Software for English language teaching.* 42/4:301–14.

Reviews

A Comprehensive Grammar of the English Language by R. Quirk *et al.* (K. Brown). 42/3:216–9.

Advanced Communication Games by J. Hadfield (W. R. Lee). 42/2:147–8.

Conversation by R. Nolasco and L. Arthur (L. Kotarska-Janiak and H. Ziolkowska). 42/4:323–5.

Course Design: Developing Programs and Materials for Language Learning by F. Dubin and E. Olshtain (G. Kershaw). 42:1:53–4.

Developing Listening Skills by S. Rixon (L. Woodrow). 42/3:224–5.

English for Science and Technology: A Discourse Approach by L. Trimble (J. McDonough). 42/2:138–40.

Images and Options in the Language Classroom by E. W. Stevick (P. Lehnert). 42/1:56–8.

Interactive Language Teaching edited by W. Rivers (G. Kershaw). 42/4:320–22.

Learner English: A Teacher's Guide to Interference and Other

Problems edited by M. Swan and B. Smith (C. Goodchild). 42/3:223–4.
Learning to Read in a Multicultural Society: The Social Context of Second Language Literacy by C. Wallace (R. Ivanič). 42/2:143–5.
Longman Dictionary of Conlemporary English (new edition) (D. Heath). 42/4:315–7.
Principles of Course Design For Language Teaching by J. Walden (D. F. Clarke). 42/4:317–9.
Reading Literature by R. Gower and M. Pearson (M. Aslam). 42/1:55–6.
Speaking by M. Bygate (L. Loerzer). 42/3:222–3.
Talking About Grammar by R. Bowers *et al.* (A. Fortune). 42/4:322–3.
Telephoning in English by J. Naterop and R. Revell; and *Telephoning* by K. Bruce (M. Jones Petithomme). 42/2:145–7.
The BBI Combinatory Dictionary of English by M. Benson *et al.* (R. K. Singh). 42/3:220–2.
The English Language Today edited by S. Greenbaum (K. Mitchell). 42/2:140–1.
The Fourth Dimension by R. O'Neill and P. Mugglestone (T. Bowen). 42/3:219–20.
Understanding Second Language Acquisition by R. Ellis (D. Nunan). 42/2:141–3.
Using Graded Readers in Language Teaching by T. Hedge (D. Hart). 42/2:137–8.

Topic index to Volume 42

Applied linguistics (for teacher training): Britten, 42/1.

Autonomy (and learner training; self-access; self-directed learning): Ricard, Kollar and Bertoldi, 42/3.

Autonomy (in extended large-scale projects): Woods, 42/3.

Autonomy (in teacher training): Britten, 42/1.

Autonomy (in teacher training): Candlin and Fanselow, 42/3.

CALL (and communicative teaching): Cook, 42/4.

CALL (and reading comprehension): Nyns, 42/4.

CALL (survey review of materials): Scarbrough, 42/4.

CALL (and vocabulary learning: young learners): Palmberg, 42/4.

Communicative teaching (with computers): Cook, 42/4.

Correction (of mistakes: procedures for): Johnson, 42/2.

Culture and language learning (ethnocentricity; the international status of English; the use of local varieties of English): Prodromou, 42/2.

Culture shock (and learner training): Pearson, 42/3.

English for special purposes (engineers: real communicative needs): Yin, 42/2.

Error analysis (reliability of; confidence ratings): Yulé, 42/2.

Error analysis (why students get things wrong): Johnson, 42/2.

Graded readers (a critique/survey review): Hill and Thomas, 42/1, 42/2.

Grammar (simple and continuous forms): Pochiecha, 42/4.

Grammar (survey review of intermediate-level workbooks): Fortune, 42/3.

Group work (types of): Jacobs, 42/2.

IATEFL (association with *ELT Journal*): Nolasco and White, 42/3.

IATEFL (TESOL/IATEFL Summer Institute): Candlin and Fanselow, 42/3.

Language analysis (conditionals: an analysis of real data; a new classification): Maule, 42/2.

Language analysis (hedging: implications for teaching and learning): Skelton, 42/1.

Language analysis (perceptions of teacher talk): Lynch, 42/2.

Language analysis (simple and continuous forms): Pochiecha, 42/4.

Learner training (autonomy; self-directed learning): Ricard, Kollar, and Bertoldi, 42/3.

Learner training (learner strategies; motivation; culture shock): Pearson, 42/3.

Learner training (learning strategies; poor learners; vocabulary): Porte, 42/3.

Learner training (for literature courses): Hirvela and Boyle, 42/3.

Listening (perceptions of teacher talk): Lynch, 42/2.

Literature (student choices; needs analysis): Hirvela and Boyle, 42/3.

Materials evaluation (textbooks): Sheldon, 42/4.

Microteaching (in teacher training): Parish and Brown, 42/1.

Microteaching (in teacher training): Waters, 42/1.

Oral work (testing, in teacher training): Sunderland, Yixing and Barr, 42/1.

Project design (extended large-scale projects: pulling out of): Woods, 42/3.

Reading (and computers): Nyns, 42/4.

Reading (graded readers): Hill and Thomas, 42/1, 42/2.

Reading (the work of Michael West): Tickoo, 42/4.

Self-directed learning (within an institution): Ricard, Kollar and Bertoldi, 42/3.

Skills (language as skill; language acquisition as skill acquisition): Johnson, 42/2.

Speaking (hedging): Skelton, 42/1.

Speaking (teacher talk): Lynch, 42/2.

Syllabus design (modular approaches): Batstone, 42/3.

Teacher talk (perceptions of): Lynch, 42/2.

Teacher training (in-service: course design): Parish and Brown, 42/1.

Teacher training (in-service: course design; language development; testing): Sunderland, Yixing and Barr, 42/1.

Teacher training (in-service: input; course design): Waters, 42/1.

Teacher training (methodology; notebooks/diaries): Hundleby and Breet, 42/1.

Teacher training (pre-service: stages in; autonomy in): Britten, 42/1.
Teacher training (role of applied linguistics; course design; as language development): Britten, 42/1.
Teacher training (summer institutes): Candlin and Fanselow, 42/3.
Teletext (using sub-titles): Vanderplank, 42/4.
TESOL (TESOL/IATEFL Summer Institute): Candlin and Fanselow, 42/3.
Testing (error and analysis): Yule, 42/2.
Testing (oral work in teacher training): Sunderland, Yixing and Barr, 42/1.
Textbooks (description and evaluation): Sheldon, 42/4.
Video (learning English in a video studio): Charge and Giblin, 42/4.
Vocabulary (computers and young learners): Palmberg, 42/4.
Vocabulary (learner training; learner strategies of poor learners): Porte, 42/3.
Vocabulary (the work of Michael West): Tickoo, 42/4.
West, Michael (a centenary tribute): Tickoo, 42/4.

Index of countries referred to in Volume 42

Canada (learner training; self-directed learning; student autonomy): Ricard, Kollar and Bertoldi, 42/3.
China (oral testing): Sunderland, Yixing and Barr, 42/1.
China (teacher-training methodology): Hundelby and Breet, 42/1.
Egypt (syllabus design: a modular approach): Batstone, 42/3.
Finland (using computers to teach vocabulary to young learners): Palmberg, 42/4.
Finland (using teletext sub-titles): Vanderplank, 42/4.
Greece (language and culture; using local varieties of English): Prodromou, 42/2.
Hong Kong (teaching literature): Hirvela and Boyle, 42/3.
India (a tribute to Michael West): Tickoo, 42/4.
Japan (culture shock; learner training): Pearson, 42/3.
Sierra Leone (large-scale project design): Woods, 42/3.
Singapore (ESP for engineers): Yin, 42/2.
Spain (TESOL/IATEFL Summer Institute): Candlin and Fanselow, 42/3.
Spain (learning strategies: vocabulary): Porte, 42/3.
Sri Lanka (teacher training): Parish and Brown, 42/1.
Thailand (experiences of group work): Jacobs, 42/2.
Thailand (teacher-training course design): Waters, 42/1.